

JUNIATA COLLEGE BULLETIN



MAY 1972



Freshmen and faculty look at the new program

AN INTRODUCTION BY PRESIDENT STAUFFER

By far the most important development during 1971-72 at Juniata has been the successful implementation of the new academic program. For this the Faculty deserves high commendation. This important advance has been aided in many ways by significant student participation. The freshmen of this past year have responded positively and helpfully to this pioneer effort. Indeed, the Class of 1975 will continue to be pioneers as the new program is advanced year by year until the entire student body is benefited by Juniata's progressive venture in liberal arts education.

Even as we concern ourselves with the fiscal crisis which has engulfed all of higher education, we must keep constantly before us Juniata's primary educational mission. The College must seek to provide liberal arts education which is of the highest quality and which is responsive to the needs of young men and women in the 1970's and beyond. In times of rapid change, the status quo in education cannot meet the test. For this reason, valid and successful educational reform is a pre-condition for a college's significant survival.

In 1969, on my recommendation, the Faculty established the Task Force on the Juniata Program, a committee composed of seven faculty members and two students. With wide involvement of faculty, students, and alumni, we enjoyed from 1969 until 1971 the exhilaration of creative activity—indeed, of determining how Juniata's program shall be made more useful and more viable than ever before. But it has been even more exhilarating to participate during the past year in bringing the new program into being.

This issue of the alumni magazine is intended to convey to alumni and friends of Juniata the insights of some of our finest faculty and students concerning the new program. We want alumni to know that Juniata continues never to be satisfied, and always to be seeking something better for her students. This is in the best Juniata tradition!

Sincerely yours,

JOHN N. STAUFFER
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LETTER TO ALL JUNIATIANS

A challenge from Mr. Juniata



Ellis Hall

A small group of distinguished alumni and friends of Juniata College whom I am permitted to identify only as "Mr. Juniata" has made us a daring offer.

Mr. Juniata has proposed a gift of \$25,000 as an incentive matching gift and is asking those alumni who are not now participating annually in Juniata's development program to contribute to the Ellis Hall Building Fund, which has as its goal \$436,000. The College Center was constructed at a total cost of \$2,000,000, with all funds provided from private sources, but with \$436,000 yet to be obtained.

In making this generous offer, Mr. Juniata will provide \$1 for every \$3 contributed by a member of Juniata's constituency, up to \$25,000. He has challenged us to meet our Building Fund goal at the earliest possible date and with your help I believe we can do it. I am asking you now to consider what this challenge gift program means to Juniata.

Should we all get behind this effort and contribute \$3, \$30, \$300 or any amount, no matter how large or small (no less than \$3), Mr. Juniata will contribute \$1 for every \$3 contributed by an alumnus; thus, with the \$75,000 raised from our constituency, Mr. Juniata will provide an additional \$25,000 for a grand total of \$100,000

to be applied to the Ellis Hall Building Fund.

Who is Mr. Juniata? I can say only that a small group of individuals who believe in Juniata College have made this offer in order to move us forward in meeting one of the College's most urgent priorities, the completion of the funding of Ellis Hall. Their willingness to put their resources on the line for Juniata shows how urgent they consider this worthwhile and important project.

I hope you will participate in the CHALLENGE offered by Mr. Juniata in contributing as generously as you can. The enclosed gift return envelope is for your convenience and your support will be greatly appreciated.

Sincerely yours,

DONOVAN R. BEACHLEY '21,
Chairman, Ellis Hall Building Fund

As the first year of the new educational program draws to a close four senior members of the faculty offer a tentative appraisal and prediction.

1 FACULTY VIEW NEW PROGRAM



by Dr. Ronald L. Cherry

DR. RONALD L. CHERRY, Charles A. Dana Supported Professor of Economics, has been a member of the Juniata College faculty since 1958. He graduated Summa Cum Laude from Juniata in 1953 and received his M.A. and Ph.D. degrees from Princeton University. In 1969 he became chairman of the department of economics and last year was named chairman of the division of social sciences.

The most essential characteristic of the new curriculum is the decentralization of decision making. Traditionally the various academic departments

have offered more or less fixed programs from among which the student chose his major. The training and preferences of the staff of each department generally determined the direction of the particular kind of program emphasized.

For several decades students who majored, for example, in chemistry or education had relatively inflexible programs to follow. They were trained specifically to go to graduate school or to fit into this or that occupational slot. This kind of single-mindedness of purpose had its strengths, of course, in that priorities were well-ordered and the resources of the departments were specifically directed.

A price was paid, however, for this single-mindedness. Education came to be identified with earning a livelihood, and success often came to be measured in professional terms. It is true that some departments resisted this urge, but it was never clear whether this was because they saw this as a corruption of the educational process or whether they were unable to articulate precise vocational goals for their programs. In any event it didn't matter for these areas were given minimal support and never had the resources necessary to operate a flexible program of uniform quality.

Two things have happened in society in the last decade to make pos-

sible — indeed to require — a change in this arrangement. First, the various social crises of recent years along with the rapidly deteriorating conditions in the natural environment have called into question our old values systems, making consideration of the quality of life a central, pervasive issue. Second, our efforts to grapple with newly defined problems and with old problems in new ways have given rise to a host of occupational categories which no longer fit nicely into the traditional disciplines.

The new curriculum reflects both of these events. The central thrust of the general education requirements focuses attention upon values, upon the quality of life. The new programs of emphasis enable the student to draw together almost unlimited combinations of courses to whatever ends he chooses. Even here the ends may be stated in value terms rather than vocational ones, and more attention paid to the *whys* of life than to the *hows*. In short the new curriculum has called for a flexible environment and an equal legitimacy for vocation and value.

Looking down the road, however, I am not optimistic about the implementation of this program. Decentralization almost always requires the expenditure of more resources on organization and communication. In

the case of the new program it requires: the communication of team-taught courses, advising that tends to be tailor-made for each student, and course offerings and tutorials that must ever be redesigned to help different students achieve different goals. The faculty is presently confronting its first serious encounters on all of these fronts, and already there appears a longing to "get back to teaching."

Herein lies the danger. Getting back to teaching may well mean getting back to rigid programs, routine advising and permanent courses. Teaching is different from learning; it is more efficient, more orderly, more prone to authoritarianism. It is what most of us have always done, and it is easier to keep on doing that. The new curriculum places a premium upon learning, however, and that calls for other skills and different energies. It calls for constant reassignment of resources and continual reassessment of our justification for what we are doing. It requires us to reckon with maybe 1100 different plans instead of just the 20 or so we took time to work out before.

If the students are willing to accept an active partnership in this new enterprise, I believe it can be made to work. There will always be the tendency on the part of the faculty to want to codify the new vocational programs, to establish more or less routine paths. But even 250 students dedicated to active learning, students who constantly remind us that we are resources to be used and not directives to be blindly followed — even 250 such students will give a faculty a tremendous positive source of energy and vitality. But if nearly all of the students remain passive and indifferent, the faculty will rapidly get caught up in its own interests, will rapidly minimize the expenditure of time and resources on the communication and organization necessary for decentralization, and will drift back into the older style.

If that happens the new curriculum will be remembered as a frank recognition of a new world, a refreshing re-emergence of the very essence of liberal learning, a new patience with the diversity of human interests, desires and goals. But, it will be a memory.



by Dr. Esther M. Doyle

DR. ESTHER M. DOYLE, Charles A. Dana Supported Professor of English, has been a member of the Juniata College faculty since 1945. A native of Boston, she earned her B.L.I. degree in oral interpretation at Emerson College and her M.A. from Boston University and pursued studies at Denver, Harvard and Columbia Universities before receiving her Ph.D. in 1964 from Northwestern University.

Freedom is frightening. We all long for it, or think that we do, until we discover the other side of freedom's bright coin — responsibility. It is then that freedom becomes frightening. The feeling is as true for the seasoned professor as it is for the green freshman. Thus in a time of new freedoms both are spending an uncomfortable year at Juniata. In the new curriculum the professor has the freedom to structure courses (now called units) that would seem strange to traditionalists. At the same time the professor has the responsibility to foster in the student a vigorous expression of his intellectual ability. The student, on the other hand, has the freedom to plan

a program of emphasis that is uniquely his own. At the same time he has the responsibility for making the rationale of his choices clear to his two advisers. He must obtain not only their approval but also the approval of the program committee. Beyond this particular responsibility is the larger one, to himself. Having the freedom to plan his life he must take the responsibility of its failure as well as its success.

Thus 1972-73 is a year of tension for all of us at Juniata. No change occurs easily but it is well to remember that the tensions of change can be creative. According to the dictionary, tension is not only the art of stretching or of being stretched, it is also mental excitement. In its approach to learning, the freshman program endeavors to incorporate these two aspects of creative tension — mental stretching and mental excitement.

How successful is the program? It is probably too early to tell. Experiences vary. The first group of freshmen I had this year (in a part of the general education program called "freshman seminar") suffered deep frustrations. So did the instructor. We were somehow unable to move forward, to learn in the usual ways. (But who is to say that some frustration isn't a part of learning?) The second group (in an elective "value centered unit" in literature) showed more initiative, more spirit than almost any class I can remember in recent years. The students "hung loose." Enthusiastically, they experimented. Freely, they discussed. There seemed to be joy in learning. Hallelujah! How much of this attitude came from general change in students all over the country, and how much from the experience of the new curriculum at Juniata? We must wait for the answer.

There is no doubt that for a highly-motivated student the new Juniata curriculum is a unique opportunity. For the student who has allowed others to direct his life, the new curriculum is a challenge he must meet. If he is to become a creative member of a democratic society, the student must learn to be self-disciplined and inner-directed. The new program at Juniata is directed toward these ends.





by Dr. Kenneth W. Crosby

DR. KENNETH CROSBY, professor of history, received the first Beachley Distinguished Professor Award in 1968. He has been a member of the Juniata College faculty since 1948 and has served as chairman of the department of history and of the humanities division. A graduate of Cincinnati Bible Seminary, he received his B.S. from Wilmington College, his M.A. from Haverford College and his Ph.D. from George Washington University.

An aphorism widely accepted by Americans declares that "change is progress." Without granting uncritical approval to this proposition in all instances, one can agree that progress scarcely occurs without change. By the nature of things change, if it reaches to fundamental levels, if it deals with basic matters, is unsettling—possibly even painful. In such a case one ought to raise seriously the question of whether or not the advantages envisioned from change outweigh the dislocations involved in accomplishing it.

That the provisions of the Task Force Report represent fundamental, basic change there can be no doubt. It is not a tinkering or remodeling job of the sort that sometimes occurs with curriculum revision. In this instance the Report first presents a statement of educational philosophy—what an education at Juniata at this point in time should achieve for the student. It then proposes a curriculum and a calendar designed to attain the goals set forth in the philosophical

statement. Implicit in the process are requirements for the faculty to restructure its committee patterns, devise new procedures to implement the new curriculum, and create new rules of self-governance which will assure orderly operation of the whole pattern.

All of this has required unmeasured amounts of time and effort on the part of just about everybody on college hill. Under the indefatigable guidance of the members of the Task Force, meetings, hearings, forums, and colloquia occurred during the 1970-71 school year, giving every interested person ample opportunity to shape the final product of these deliberations.

After the Task Force had consolidated its proposals into a report, this document, in turn, required what seemed endless special meetings of the faculty with student observers speaking freely, to examine, debate and finally to adopt it in time to undertake its implementation in the fall of 1971.

So at this writing the new regime has been in operation for most of its initial year. What is the box score? How are things going? And what are the prospects?

Actually I feel diffident about offering my views on these questions at this juncture. Of course this first year has been hectic. That is no surprise. Time simply did not allow for implementing all of the changes required before September, so the freshmen have been operating on a calendar of three units in a five day sequence for three ten-week terms, while upperclassmen have continued with five courses on the semester calendar. (Pity the poor registrar! Tom Nolan remains affable despite his ordeal.)

The faculty, too, has had a rough year. Considerable numbers of professors have been struggling to flesh out the new units required in the freshman program, most having to make accommodations to the two-track calendar, and all involved in lengthy consultations to complete the structures required by the new system.

From what I can observe first hand, the freshmen are accepting their roles of guinea pigs in good spirit. (Some wrinkles will be ironed out of the freshman program next year in con-

sequence of the experiences of this first round.) I had a dozen or so of them in a loosely structured unit (*Freshman Seminar*) in which they participated heartily. Appraising the experience, they offered several constructive suggestions which I intend to use next year. And they are currently tackling with insight and enthusiasm the vital project of planning their *Programs of Emphasis*. There have been some complaints, of course, mostly objections to the degree of rigidity in the first year program, but on balance they are pleased to be pioneers.

At least a student generation or more—say five or six years—must pass before a mature judgment can be made on the effect of the current innovations. To hazard a few predictions, I believe: (1) the faculty will find that the structures created to administer the program will prove to be more cumbersome than anticipated; (2) that fewer innovative and inter-disciplinary units will be planned than hoped for; (3) that fewer students will take advantage of the freedom to plan unusual, individualized programs than envisioned.

Does this add up to my casting doubt on the wisdom of the present course or, at least, damming the work of the Task Force with faint praise? Not at all! American higher education has been the bellwether of constructive change in this country since the founding of Harvard College, at least in those quarters of academe where imagination and serious purpose have been given adequate rein. Juniata has occupied an honorable place in that company, notably with the curricular changes of the late 1930's and the early 1960's. The present innovations are not being undertaken to repudiate the kind of education available here at Juniata. To the contrary, the Task Force has built upon past achievements what we believe will be a still better college.

There is every prospect that by the centenary year, 1976, the work of the Task Force will have taken firm root, and a school still worthy of the heritage of the Brumbaughs, the Zucks, the Quinters, the Ellises and others will be offering an education that continues to be excellent in quality and responsive to the needs of succeeding generations of students.



by Dr. Eva R. Hartzler

DR. EVA R. HARTZLER '32, professor of chemistry, has been a member of the Juniata College faculty since 1950. She was awarded the Beachley Distinguished Professor Award in 1971. She earned her M.S. and her Ph.D. degrees from the Pennsylvania State University. She held one of five NSF Science Faculty Fellowships in Pennsylvania in 1958-59 and pursued her Fellowship studies at Radcliffe College.

How do I see the new program? I do not find that an easy question. This is a very idealistic program and I cannot realistically expect to see it meet all of its stated goals. At this point I simply have no idea how well we are meeting them. I was not able to detect any difference in attitude or in the approach to problems of the students in my seminar group as a result of their participation in Modes of Thought and Methods of Inquiry. But this does not say very much; perhaps the fault was in the seminar or probably I simply did not notice the difference.

I do believe that the *Freshman Seminar* serves as a better method of selecting student advisers than any of the various methods we have tried previously. This is probably the most important function of the seminar, to provide an opportunity for a small group of students to work closely with a professor over a long enough period of time to establish a real relationship so that the student has some one he knows to turn to as an adviser. I like the idea of two advisers for each

student, especially if the advisers are in distinctly different fields. Ideally this should help the student to plan a program with both breadth and depth. Actually it may work out somewhat differently. Students who are planning a *Program of Emphasis* centered on one of the sciences, for example, are finding that advisers from other fields are not paying much attention to their programs. The advisory system is requiring a great deal of time from the faculty since each student goes to each adviser several times in the process of completing the paper work required.

Time has been one of the major problems this year. Getting the pro-

gram underway has been very costly in faculty time. In addition to advising, a great deal of time has been spent in restructuring courses into units and in planning new units. The committees involved with evaluating units and programs have had very heavy work loads.

Although I have some reservations about the new program, particularly about the advantages of 10-week terms over 15-week semesters, I have found this year a very stimulating one. I enjoyed my seminar and I find that my advisees are thinking about their own education. They are thinking about their goals and about what units they should choose and why.



Dr. Dale L. Wampler, professor of chemistry, reviews for freshmen their educational program at the beginning of the second term.

Last November, after ten weeks of participation in Juniata's new program, seven freshmen candidly describe their experience.

2 FRESHMEN DESCRIBE NEW PROGRAM



by Debra L. Frazier '75

I didn't want to come to Juniata College. It was too expensive, too old-fashioned, and too snobbish. Of course, that's what I had been *told*: but that certainly wasn't what I truly found out for myself at Juniata.

One must admit that on first consideration the tuition for Juniata is quite steep. I am the daughter of a farmer. My father wanted me to have the opportunity to obtain the college education he had always dreamed of. So, I was convinced that a less expen-

sive, State-sponsored school was the only answer to the money problems I found myself in. I figured that Juniata College was way beyond my reach financially. But that was where I was wrong.

Even though I reacted negatively every time he approached me about attending JC, my high school supervisor took the initiative in introducing me to Juniata and Juniata to me. An alumnus of this college, he showed me that Juniata does have the financial resources available to assist those aspiring students who are interested in attending Juniata, but who are impeded by the lack of money. There are many ways to meet the payment of tuition — in the form of scholarships, grants-in-aid, work-study programs, part-time employment, plus many other things. Thanks to this, I'll proudly be able to say four years from now that, "I put *myself* through Juniata." And you know what? It will really feel good.

Another comment I heard about Juniata that turned me off at first was that "It's just one of those old-fashioned church schools." Juniata may have old-fashioned charm, but as far as education is concerned, it is in step with the latest concepts and methods used by modern institutions today.

Juniata has just this year adopted an entirely new program of studies based on three ten-week terms rather than the conventional two fifteen-week semesters. This process makes the terms concentrated, yet interesting, and it also enables students to explore more and different areas of study. The really great thing is that you can design your own *Program of Emphasis* which is a course of studies you lay out for yourself to meet *your* needs and interests, rather than the rigid rules and requirements established by administrators of another time and era.

Snobbish? How could I have ever believed that? Of course, the first few days at any institution, such as college, are difficult. Several times I found myself on the verge of packing up and heading for home. But then, when things seemed to be at their worst, I discovered that I really had friends here, people who loved me and cared about me. The kids at Juniata are amazingly friendly. As you walk to class almost everyone says "hi" to every person they meet. It's so cool to be able to talk to someone you never knew before and afterwards walk away, knowing you've made a new friend. This friendliness does not include only the students, but the faculty and administration as well. Many

of the professors' concerns about *you* and *your* welfare extend far beyond the normal student-teacher relationship found at larger colleges.

Even as I took the ride that first brought me here to Juniata, I wasn't quite sure that I really wanted to come here. But now that I look back, I know that I couldn't have been happier any other place.



by Kenneth Kurica '75

When I came to Juniata I was surprised to find that I was not overloaded with work as I had imagined I would be. I had envisioned what college life would be like: constant studying, the endless lectures, and the nights of tedious cramming for exams. At Juniata I found none of this, and in its place I found a totally new approach to education.

At most colleges incoming freshmen are immediately initiated to the fast pace of college life by fitting into an academic mold. They must take so many required courses that they can't find time to choose courses that satisfy their individual needs. At Juniata there are very few required courses so the student can develop his own individual curriculum.

The new curriculum at Juniata reverses many previous educational procedures, and seeks to instill in the student a sense of personal direction. The courses the college does require are highly recommended as sources of information that will give the students a broader insight and enable them to see a wider spectrum of cultures and experiences.

I believe the purposes and goals of the freshman *Modes* program are valuable. The *Program* introduces the methodologies of the various academic fields which help the student to understand and relate the different disciplines within the college. However, I believe the paradoxical problem of the course is the way in which the course was taught. There was a lack of introduction, of understanding, and explanation which totally confused many freshmen. This year was the first year of the new curriculum so problems were inevitable; I am sure the faculty will learn from mistakes and establish the necessary changes in the program.



by Janis Wagner '75

Had I been asked to review the freshman program during the first seven or eight weeks of the term, my attitude would have been one of total disillusionment. As a typical small school, Juniata was great. The atmosphere was friendly and the social activities met my expectations. However, the new academic program (for me) spelled one disappointment after another. *Modes of Thought* seemed to be nothing more than an excuse to shepherd a group of freshmen into a room and call it a class so that our parents would believe we were really attending college. The amount of required reading seemed phenomenal and the time allotted to complete the readings seemed outrageously insufficient. Nothing related to the precepts of the course as originally outlined.

Then, sometime during the eighth or ninth week, when I was really becoming concerned about the final, all my frustration was dispelled and all the pieces seemed to fall into place. I came to the realization that the method of teaching a particular concept was actually the concept itself. No longer was I being spoon-fed as in high school. I was required to reason out my own solutions to problems and then defend my position. I was learning to think.

The *Freshman Seminar* is a good idea in that it affords an opportunity to research problems in a particular field of interest. However, not everyone was fortunate enough to receive his first choice and those who found themselves in a "last resort" group found *Seminar* to be a letdown. Although the basic idea of *Seminar* is a sound one, I do, however, think the same effect could be obtained from a ten week course rather than a twenty. I know of few topics that lend themselves to the type of investigations conducted in seminar for twenty weeks that fail to become tiresome.

The other phase of the freshman program, the writing workshop and tutorial session, provides an excellent opportunity for students and faculty to meet on an informal basis. One of the thoughts behind the writing program is that of self-evaluation coupled with criticism from one's peer group. The idea of group criticism in itself tends to draw the group together. The half-hour tutorial sessions (on a one-to-one basis) are where student and teacher are really able to discuss things (not always related to writing). The tutorials afford a chance to ask questions, discuss papers and generally make known one's opinions. Although the *Writing Program* is adequate, I think it might be shortened to ten weeks without greatly altering its effectiveness.

To anyone newly arrived at Juniata, my advice would be "give yourself time." There is here a much greater amount of freedom than most freshmen have ever experienced prior to their arrival at college. Add to this personal freedom, the freedom to choose the entire course structure for the next four years of college and it is easy to understand why the adjustment to college is a difficult one. All this adjusting takes time. Since this is

the first year of the freshman program, there still remain a few "bugs" to be worked out. But all in all, the program seems to be an effective way to stimulate growth, as a person and a student.



by Larry Stem '75

As a freshman just completing the first ten week term at Juniata, I have been asked to give my opinion of the freshman program. I feel that it is, in a word, great. The frosh *Seminar*, the *Modes of Thought* course and the *Writing Program* combine to give the student an excellent introduction to college life and the educational process. Sure, it has a few wrinkles to iron out, but that's to be expected of something new and untried. Generally, the good points far exceed the bad.

The first goody is the frosh *Seminar*, where a small group of students meet informally with an instructor to probe a topic of mutual interest. You get to know each other and your seminar leader becomes one of two advisors who help you map out your future courses.

The second strong point is *Modes of Thought*, a new kind of course that is both different and interesting. It's different because the professor doesn't stand up and spout facts that must be memorized for a weekly test. It's geared for the individual; you get out of the course what you put into it by way of discussion, reading and watching. *Modes* is interesting because the assignments are varied and challenging: How would you communicate with people from another plan-

et or discover what was in a sealed black box? It is also a common bond that links all freshmen, giving them a basis for getting to know one another and adjusting to college life.

The final unit, *Writing Program*, is an updated version of the old freshman 'comp' course. Under the new curriculum, the classes are small, intimate, and private help and advice is made available through a weekly tutorial. The tutorial makes the whole course; you get to know your instructor and he gets to know you, your problems and your abilities.

Lastly, the way the year is set up with three ten-week terms and with the abolishment of the antiquated "major-in-something" system, the new program gives the student more freedom. But with the freedom comes tremendous responsibility; no longer will others dictate what you may or may not take. If you're a pre-med student and like the looks of a literature course or a history course or an art course, all you have to do is plug it into your schedule. It's your life and your education, and what you do with them is your responsibility.

The real effect of this new program can't be related after a short ten weeks. This is only a kind of preliminary report; I hope I will be asked to do this same type of thing two or three years from now, when I can look back and put everything in perspective.



by Valorie Priddle '75

My impressions of Juniata are in certain areas quite precise and easy to recognize, but in other areas they're

as foggy as the early morning hours here.

When thinking of Juniata College, the first thing that comes to mind is the curriculum in general and the freshman program in particular. I had never encountered anything quite like the new curriculum. The idea of a *Program of Emphasis* instead of a major was new to me and the team teaching in *Modes of Thought* and *Methods of Inquiry* was strange. *Modes* was planned with the purpose of getting us to think. Attacking this problem with films, lectures, lab discussions, weird assignments and conventional ones, dramatic productions, books and pamphlets, the course intermingled methods of analysis and thought from most every field imaginable. At times everything seemed very disconnected. Looking back on it now, though, I can see the ingenuity and the extensive planning that went into the course. I myself was forced to re-examine what I thought and felt about many things—different ways of expression, different fields, different ways of thinking. *Modes of Thought* for me was very valuable.

In addition to the small lab discussions, my classes of *Writing Program* (a class and private tutorial every week) and German *Seminar* of five students, provided the opportunity to get to know my professors. I have seen them as people instead of the untouchable robots I somehow imagined them to be in high school.

As far as the pass-fail system and the extra free time freshmen have as compared with upperclassmen, both have been advantageous for me. I've found time to experiment with different projects, to discover myself and to adjust socially without that 'swinging pendulum' of grades always looming overhead. There have been the time and the freedom to talk and think.

Getting away from the scholastic facet of Juniata, I've found the college has a social life all its own. I've grown to love those sometimes crazy, sometimes serious, midnight discussions in the dorms and the joy of watching that familiar feeling of "Thank God, the weekend's here!" mount in the cafeteria on Friday nights. Generally everyone is very friendly and considerate. As for "things to do," the supply of enter-

tainment presented by the school is adequate but not overwhelmingly abundant. In fact at times it's as if Juniata herself died. That's when storming the arch, wambat battles, and games like rolling a vaseline bottle the length of the hall with one's nose come in handy.

All in all, the social life, the spare time, relationships, and courses have the potential of being completely worthless or extremely valuable. The choice is mine—Juniata will be for me what I make of her.



by Richard Taddonio '75

Upon entering Juniata, little did I know that the freshman class would be shuffled through a door labeled "guinea pigs." Yes, that was exactly what we were—test experiments for the new freshman curriculum. Yet . . . I have no misgivings about the success of the new curriculum nor any regrets regarding the influence the new curriculum has had upon me.

Reflecting on those first four weeks in September, I can sum up how I felt with one word: Confused! I kept asking myself, "What's this new curriculum about anyway?" I wanted to begin my science background right away, because I realized the competition for admission to medical schools was tremendous. I couldn't understand the relevance a course entitled *Modes of Thought and Inquiry* or *Writing Program* workshop had in reaching my goal. I was confused and bitter toward the whole curriculum. It seemed as if the new program was telling me that I didn't know what

I wanted to major in, and that I hadn't had enough exposure to other academic fields while I was in high school.

My feelings were shared by many other freshmen who were just as confused and disillusioned as I. I heard one of the freshmen in my hall, who was also interested in medicine, say, "Won't it be great when we start going to college."

Complaints and resentments could be sensed by the professors, but there was very little attempt on the part of the students (myself included) to try to understand the importance of the new courses.

For me, the realization came while sitting in a *Modes of Thought and Inquiry* discussion group during the fourth week of the new program. I was finally able to conceive that for twelve long years, my education consisted of the digestion of facts, literally crammed down my throat. I was then expected to heave them out when a test was given. I am not degrading the quality of my previous education, for it was excellent, but there was something missing. There should be more to my education than the memorization and testing of facts. My education should go further than books. It should help me, in some way, understand myself and my surroundings. It should bring out the idea that there is more to life than going out and making a living. It should broaden my horizons, open my mind, arouse curiosity and create a serious desire to learn.

As a second term freshman, I can safely say that the first term of the new curriculum was not in vain. Organizational mistakes were made, but, as I said before, we were the "guinea pigs," the first freshman class to utilize the new program. We lose out in this aspect, but others will benefit. However, I do not feel the least bit slighted. The new program has encouraged and presented me with a new outlook toward my education and my life. I only hope this new outlook is as valuable and worthwhile as I believe. Time will tell for sure.



by Patricia Adams '75

The first term of the freshman program has exposed me to a completely different kind of educational system. In high school I was bogged down with plenty of busy work and had little time to enjoy school. The freshman program helped me to get out of the old structures and become more creative.

Many were concerned that *Modes of Thought and Inquiry* was a failure because it was not accomplishing its original goals. At the end, however, the general consensus was one of approval. Besides learning the processes of the different academic disciplines, I was given the opportunity to open my mind and define my values.

The *Writing Program* enabled me to write in my own style without having to worry about tradition or what my professor wanted. Constructive criticism from my advisor and classmates helped me considerably when I rewrote my projects. This program is a necessary part of the new curriculum.

The *Freshman Seminar* is concerned with the faculty-student contact rather than being all content. I'm not sure if this goal is being accomplished because a good number of freshmen are dissatisfied. An equal number of freshmen, however, are satisfied and, hopefully, all of us will benefit in some way from this program.

The new freshman curriculum is a great start for revising our educational system. It has provided me with a good beginning for the following years.

INDIVIDUAL GOALS AND INSTITUTIONAL PRIORITIES

Moral and academic issues are inseparable

by DR. WILFRED G. NORRIS

Dean of the College

In the last few years, especially as I have been involved in discussions with students on matters of education, personal value systems and problems of society, I have become very conscious of an apparent conflict between the desires of people for themselves as individuals and what the same people believe is good for society. The problem became very evident as I participated in the Colloquy¹ of a few years ago. I heard people campaigning for personal freedoms on one hand and for doing things to change society on the other hand apparently without the realization (at least it was never explicit in my hearing) that the two might be contradictory or incompatible in some sense.

Let's take a look at the problem of consistency or compatibility of personal goals with those of an institution or the society of which the individual is part, in order to determine whether conflicts between goals are necessary and whether they can be minimized.

Goals of individuals

First consider the goals of an individual. These may be complex and varied. They may involve the seeking of pleasure, happiness, knowledge, freedom, justice, self-expression, simple survival, or the Christian virtue of selflessness. Many of us might rank such goals in a priority order, thus establishing a value system for ourselves. From observation of our society it is apparent that freedom of the individual ranks high among the various goals. Certainly in many of the discussions on our campus over the years you have been with us as students, issues such as dormitory life

and the alcohol question have indicated that freedom of the individual certainly ranks about as high as any of the other values.

Daniel Callahan, in a recent article,² accepts individual freedom as a primary societal goal. In a discussion of the legitimacy of possible control policies of the government, he ranks the policies by how well they satisfy the goal of personal freedom. Thus of the various solutions

- a. Voluntary family planning
- b. Involuntary fertility controls such as the licensing of the right to have children
- c. Compulsory sterilization or abortions

he chooses the voluntary plan over the others when the only concern is the freedom of the individual, that is, when other values are not threatened.

However, we must recognize that there are other societal goals. In a sense these are similar to individual goals but if they are applied to a group of people, there may be conflict of interest between the individual and the group. To insure the welfare of a group may cost some individuals something. Thus we may be taxed in order that the retired people of our society can survive. Other important examples of societal goals are justice and security or survival.

It is well recognized that justice often limits the freedom of the individual. Former Justice of the Supreme Court Abe Fortas³ points out that the right of free speech is limited to situations where injury to others is not a probable consequence. Thus falsely to shout fire in a crowded theatre becomes illegal because a resulting panic could injure people.

The conflict that can occur between individual freedom and security-survival is clearly pointed out by Callahan in that a society may reach the point where its survival may depend

on population control. In such a case a government would have a right to go beyond voluntary family planning but it ought first to try methods which, in some sense, respect individual rights of choice. Thus positive incentive programs, such as paying people to be sterilized, may be justifiable in that the person still can choose whether he wants to accept the financial reward.

Individual activity

Conflict of ideals becomes quite apparent in the Christian religion where freedom of the individual is again basic but not primary. Christianity invites a person to give up his personal freedom in favor of putting concern for the other first. But note that the original choice is still an act of individual freedom. Thus we have a deliberate rearrangement of personal priorities. The retention of complete personal freedom is regarded as the sin of rebellion.

From the examples I have cited, we see that the fulfillment of one value may depend on the presence of the others, even though any one of them carried to extremes becomes incompatible with the others. If this is true, then there must be a necessary principle in addition to the usual set of values, namely, that there must be a balance among the members of the set of values. Indeed, insofar as the values are incompatible, there must exist a tension among them. If any one of the values were carried to the extreme, the tension would disappear and the society would collapse.

Now having put forth my position, I want to apply it to our educational situation on this campus. You seniors have witnessed during your time here a shift from a program where institutional goals appeared to have been paramount to one in which individual goals seem to become predomi-

¹This article is based upon the speech given by Dr. Wilfred G. Norris at the Senior Convocation May 10, 1972 in Oller Auditorium, Juniata College.

nant. Certainly in the development of the program, many of you sitting here have interacted with the faculty proposing that an individual's own educational goals need to be considered in whatever system we develop. It is my intent to show that our new program has within it tension between individual and institutional values, both of which are necessary.

I believe that some people have interpreted our new program as going all the way toward allowing personal freedom in designing programs and have tried to justify doing anything at all on this basis. But to do so would remove the creative tension between the individual wants of a student and those qualities the group has identified as necessary for a liberally educated person.

A Dynamic Process

As a small liberal arts institution we also have purposes which, I must confess, have not always been highly visible but which in the last couple of years, when all of us were engaged in conversation as to the ultimate meaning of education, we began to see more clearly. We should remember that these goals are not handed down ex cathedra but are generated by the interaction of individuals so that the goals at any one time are the result of a dynamic process.

One of these purposes comes from the realization that, ultimately, moral issues are just as important as academic, indeed in today's culture the issues are hardly separable. For example, go back to the problem of family planning. There is obviously intellectual content—biological, sociological, psychological, economic—in the issues involved. The problem will never be resolved, however, until the ethical aspects are equally faced. When we talk about wholistic approaches to problems we mean that both the ethical and all relevant intellectual dimensions are considered. It is possible, on the other hand, to retreat into an area so specialized that a person never confronts the ethical question. I have seen this occur in purely scientific discussion of zero population growth where the moral issues were simply shunted aside. I would maintain that this kind of specialized retreat has no place in

a liberal arts college. Furthermore, I see the need at this moment in the nation's history for more statesmen with this approach. At the same time I have observed in some sectors of public education a backing away from general education toward greater vocationalism. Therefore, it behooves the liberal arts college to remain a bastion of ethical concern.

Another purpose of the institution is to build within the student capabilities for mature judgment. Maturity implies several ideas among which are a reasonable hesitancy before decision in order to acquire as much relevant factual material as necessary, as well as an ability to come to conclusions even when all the facts are not in. Thus a person is able to live with a certain amount of ambiguity realizing that no issue is ever going to be crystal clear.

A third purpose of the institution is to foster within the student the ability to think independently both in academic and moral areas. These several institutional purposes are not necessarily incompatible with the goals of the individual student but there can and will be occasions where the wants of a student will fly in the face of the values determined by the group.

Personal goals are very often like institutional goals in that both may be aimed at the development of the individual. In our case the institution supports the idea of individual freedom and indeed has increased its recognition of freedom but not to the extent that the individual becomes free to avoid the big issues, i.e., a student at this college is not free to pursue a purely vocational education without facing the questions of value with which every civilized man must grapple.

In our new curriculum the business of freedom vs. requirements is explicitly set forth. The student is given the possibility of designing his own program but there is the constraint of the justification of legitimacy which prevents this freedom from being absolute. Among the other curricular requirements the student is given some choice but he is always made accountable for his choices in terms of the institutional goals of insuring that students deal with issues concerning values.

Another area in which this discussion seems relevant is the subject of academic freedom. Academic freedom is no more an absolute freedom than any of our constitutionally guaranteed rights. None of these latter freedoms is allowed to the extent that it destroys the society which cherishes it. Similarly academic freedom cannot be carried so far as to destroy the character of the institution. All freedoms appear in a context. In the case of a liberal arts college the freedom relates to the pursuit of truth. It does not guarantee that person is protected from the scrutiny and criticism of colleagues as we pursue the implementation of the program nor is it license to do anything we want. The faculty of an institution are accountable in the sense that their work must further the fulfillment of institutional goals as they have been determined by the college community. Hence, as with any freedom, there is a corollary responsibility.

I have found that analysis of other problems can be fruitful using this same technique of seeing what general principles are involved, observing at what points the ideals conflict and attempting resolution by balancing the values. There are many other examples of the general problem of conflicts between the individual and society or the institutions of society. Many of them will not lead to easy solutions. Yet there is not one of us who can escape having to make decisions in areas where one apparently good thing conflicts with another apparently good thing. Let us hope that we can all have the wisdom and maturity to see what the issues are and to arrive at a legitimate balance within a value system of which we are confident.

¹Colloquy: student organized weekend of intensive discussion on a variety of socially urgent topics.

²Daniel Callahan "Ethics and Population Limitation," *SCIENCE*, 175, 487 (1972). Callahan is Director of the Institute of Society, Ethics and Life Sciences.

³Abe Fortas, *CONCERNING DISSENT AND CIVIL DISOBEDIENCE*. (The New American Library, New York, 1968.)

⁴This study was summarized in *THE CHRONICLE OF HIGHER EDUCATION*, January 10, 1972.



Chair upholstering is a practical job for many handicapped and Joel Bowers, a Juniata senior from Huntingdon, is shown helping Dixie Coffman at Skills, Inc.

Work by students beyond the campus world

SOCIAL service activities in the local community are an important part of the college experience but too frequently the excellent contributions by Juniata College students in this area go virtually un-remarked.

During this academic year over 75 students have concerned themselves with community service projects which ranged from a study of drug use in the south-central Pennsylvania high schools to research projects which will train college students in teaching language skills to small children.

A group of Juniata under-graduates left the classrooms, seminars and books to do social field work under the direction of Mr. Timothy R. Brubaker, instructor in sociology. The

projects engaged in by these students ranged from counseling juveniles at the Youth Forestry Camp to helping a young child learn to finger paint.

Those benefiting from this social field work program are: small children at Brady-Henderson Head Start and Petersburg Day Care Center; older youths at the School for Trainable Children in Mount Union, Pa.; Youth Forestry Camp, No. 3; Mifflin County Probation and Parole; and adults of Skills, Inc., and at the State Correctional Institution in Huntingdon.

Ten hours per week devoted to the project is the minimum time required of each student volunteer. Inevitably personal bonds are formed and the daily departure is delayed as the attachment for an individual grows.

Valuable personal contacts surpass in importance the three college credits given to the volunteers for their satisfactory work.

Five highly motivated Juniata staff the program of the Mifflin County Probation and Parole Office. In a project nearing 95 per cent success, these workers redirect dependent and neglected juveniles through personal counseling and group sessions. They are: seniors Jerry Congdon, Stroudsburg; Susan Dobson, Milford, Del.; Stew Hill, Braddock Heights, Md.; Craig Kreider, Ephrata; and Janice Ramsey, Alden.

Between 45 and 50 volunteers are working in the recently funded Pre-School Tutoring Project under the direction of Dr. Julie Drews, assistant professor of psychology. Four seniors are assisting Dr. Drews with the direction of the program, they include: David Beahm, Ossian, Ind.; Gerald Congdon, Stroudsburg; Susan Dobson, Milford, Del.; and Linda Merz, Philadelphia.

The Pre-School Project is a model program designed to teach young children language and to help them learn more about the learning process itself, the specific nature of language



Ruth Donaldson, a senior from Lafayette Hill, is gaining invaluable experience in preparation for kindergarten teaching.

Two students (left to right), Vincent Yaniga '73, of Ambridge and Gerald Congdon '72, of Stroudsburg, discuss teaching techniques with Dr. Julie Drews, director of the Juniata pre-school tutoring project and Miss Anne Sanford, from a similar project in Chapel Hill, N. C.



defects which are likely to occur in the early years of development and efficient methods for remedying these defects.

At the end of the first month, Dr. Drews found the Juniata students were devising their own teaching techniques. She said the parents and children drawn from the Huntingdon area were proving to be very cooperative.

Dr. Drews expressed her pleasure with the good relationship which has grown between the college students and the children. Following the initial training sessions for the volunteers, each student has worked with one child for the balance of the spring semester. At the conclusion of the program a summary report will describe the existing language skills and the progress of each child.

Dr. Duane Stroman, associate professor of sociology, with the assistance of 15 Juniata students, conducted a survey of drug use in south-central Pennsylvania for the Governor's Justice Commission. The survey indicated that drug use by high school students in this area was limited and most of it was of an experimental nature.

The students who assisted with the survey included seniors Iris Craft, Huntingdon; David Beahm, Ossian, Ind.; John Elmo, Phillipsburg, N. J.; Patricia Gold, Flanders, N. J.; George Harpster, Altoona; Frank Hake, Media; Larry Wentz, Enola; Kathy Stratton (typist), Lansdowne; and Tim Turbett (computer programming), Lewistown.

The juniors included Thomas Morgan, Lewisburg, and Scott Long, Elizabethtown. Christine Curtin, a sophomore from Annapolis, Md., and Susan Petroff Rea, Carlisle, a 1971 graduate, also assisted.

In addition to these programs Juniata students continue to work in the Salvation Army tutoring program and work in numerous church sponsored projects.

Mother Ellis goes on at age 95



Mrs. Charles C. Ellis '99, remembered by generations of students and faculty as "Mother Ellis," passed away on November 24, 1971 at the Brethren Home in Martinsburg, Pa. She was 95 years of age.

The wife of the late Dr. Charles Calvert Ellis '98, president of Juniata College from 1930 to 1943, Mrs. Ellis had two sons, Calvert Nice '23, who followed in his father's footsteps as president of the College from 1943 to 1968, and John Dwight '28, executive secretary of the Western District, Church of the Brethren in Johnstown, Pa.

Mrs. Ellis is remembered by her friends for her devotion to her church, for her unswerving support of her husband during his distinguished career, and for her wide reputation as a hostess, homemaker and gardener. All of these qualities were recalled during the service conducted by The Rev. George L. Detweiler '28, pastor of the Greencastle Church of the Brethren.

Loved flowers

"The enrichment of her own life," Rev. Detweiler said, "was shared with others in her love of flowers. She loved to linger in the garden. Many hours of her day were spent with her flowers. It was with justifiable pride and satisfaction that she would share the beauty of her garden with her neighbors and friends and with the college community.

"Those of us who were privileged to know Mrs. Ellis will remember her not only as a devoted homemaker, the undergirding support of her beloved husband, Dr. C. C. Ellis, in his distinguished career in the Christian ministry and in higher education, as a loving mother in the home, but also as a sympathetic, helpful friend to those of us who were part of her larger family on college hill."

Mrs. Ellis died on the day before Thanksgiving and The Rev. Landrum asked her friends during the service "to give thanks for her life now complete."

Earl Dubbel, professor of English, emeritus, is among those who cherish fond memories of Mrs. Ellis. He recalled becoming ill while serving as a young unmarried faculty member, and being invited into the Ellis

home where Mrs. Ellis attended him until he had recovered.

Magic in Kitchen

Prof. Dubbel remembers that Mrs. Ellis "practiced magic in the kitchen" and frequently had to feed the unexpected guests brought home by her husband. She met these domestic crises with unfailing skill, he said.

Mrs. Della Jackson is another friend who remembers Mrs. Ellis as superintendent of the Sunday School junior department at the Stone Church. Mrs. Jackson, who was a Sunday school teacher for 21 years, said Mrs. Ellis was very active in the Sunday school program.

According to Mrs. Jackson, Mrs. Ellis did not like to sew and Mrs. Jackson's aunt, Annie Bechtel, did most of the sewing and mending in the college president's household. Mrs. Ellis is quoted as saying, "the Lord knows I can't sew, that's why he gave me two boys."

Born Emma S. Nice in Telford, Pa., in 1876, she was the daughter of a Montgomery County mill owner. Her father was described by Dubbel as an old-fashioned Dunker who did not believe in calling a man "Mister," because, he explained, it was derived from the word "Master." Mr. Nice told Dubbel "the Saviour said that we must not call anyone Master save the Lord."

Public school teacher

Mrs. Ellis attended Juniata College, graduating from the Normal English Course in 1899. Mrs. Ellis taught in the public schools for six years. In 1902 she earned a Master of Education degree. She received a State Certificate from Bloomsburg State Normal School in 1899 and did additional work at the Neff College of Oratory and at Perkiomen Seminary in 1900 and 1901.

Always active in College and civic organizations, she was one of the founders of the Women's League of Juniata College.

Busy as she was in church and in her home, Mrs. Ellis is perhaps remembered best for her large flower garden, dominated by iris, at the rear of the yard at 1830 Mifflin Street.



Mr. and Mrs. Andronico O. Adede

ANDY ADEDE REPRESENTS KENYA AT UN

ADEDE, ANDY—Student Government, 4; Religious Club, 1, 2, 3; Chapel Choir, 1; Musical Club, 1, 2.

These few lines in the 1965 Alfarata seem to be meager for a young man from Kenya who is today representing his government at the United Nations on the Preparatory Committee on Human Environment.

Andronico Oduogo Adede, a tall, slender black man from Nairobi, Kenya, who went from Juniata to earn a master's degree at the Fletcher School, Tufts University, and then to receive his M.A.L.D. and Ph.D. before going to Boston University for the degree juris doctor, was appointed in July, 1971, the Assistant Secretary to the Kenya Ministry of Foreign Affairs.

Shortly after the appointment he wrote to a friend in Huntingdon: "I am proud to inform you that I feel gratified in my job. I am doing exactly what I was trained to do during my ten years in the United States."

On January 29, 1972, Adede was married to Miss Grace Atilno, a member of his tribe, the Luo. His wife is a relative of the Ambassador to the United Nations and when he is in the United States on official business, the

young legal adviser stays at the Ambassador's residence in Scarsdale, New York.

In June, 1972, Adede was appointed legal adviser and delegate to the forthcoming UN Conference on Human Environment in Stockholm.

Recently a very interesting article by Jo McMeen in the Huntingdon "Daily News" described Adede's life from the time he took the competitive examinations, after completing his education at a mission school, to try to become one of those who would be trained for the leadership of his country. Although he had hoped to go to Swarthmore where a friend of his was enrolled, there were no openings, and instead, he applied and was accepted by Juniata College. The College offered to take care of his tuition costs and the students volunteered to underwrite living costs through the Juniata World Service Fund.

Adede enrolled as an economics major but changed to history and political science in order to prepare himself for diplomatic service. He served one year—his senior year—as vice president of the Student Senate. Classmates will remember his witty tongue-in-cheek performance as the

stereotyped black servant in "Maryland, My Maryland."

McMeen reports that Adede kept a scrapbook of everything relating to Africa which he saw in newspapers, magazines or other publications. He funnelled this information to the leaders at home and developed a reference storehouse. One of his papers on affairs in the Congo was used in our state department and supposedly the memo went up the line to the White House.

Adede's graduate education was supported by money from a number of Juniata professors, his own government, and by a Huntingdon businessman who contributed toward the future of the young man "and for the peace of the world."

The assassination of Tom Mboya, a Luo who was a Kenya political leader and a major figure in the independence movement as well as the Minister of Economic Planning and Development, was a deep, personal time of crisis for Adede. Mboya had been a personal friend. But he decided during a period of seclusion to work out in Kenya a role for himself in the building of his country, and returned to Nairobi.

CAULTON HONORED ON RETIREMENT



Cyrus O. Caulton

Cyrus O. Caulton '29 retired in February after 42 years of service with RCA.

Since 1961 he has been associated with the RCA Service Company in Cherry Hill, N. J., most recently as manager of Home Office Facilities and Services. Over the past ten years his responsibilities have also included planning, purchasing, and real estate and facilities.

Caulton graduated from Juniata College with a bachelor of science degree in physics and mathematics. The same year, he began his career as an engineer in the Loudspeaker and Acoustical Laboratories of the Victor Talking Machine Company, which was absorbed into the Radio Corporation of America in 1930.

During the 1930's, Caulton designed loudspeakers and was responsible for the overall acoustical performance of the radio, phonograph and other electronic equipment. Among the several U. S. patents he holds is one on the Magic Voice—a feature of the RCA Victor instruments during the 1930's.

In 1938 Caulton became Sales Engineer in charge of the Private Label Home Instrument Department. He was responsible for the development, manufacture and sale of radios and phonographs for private label customers.

With the advent of World War II,

Caulton handled research and development contracts between government agencies and all divisions of RCA.

From 1946 to 1951, he was Commercial Product Development manager responsible for TV, radio receivers and phonographs. It was during this period that the first commercial postwar TV set, the famous 630TS, was developed and marketed.

From 1951 to 1954, he was a member of the Mobilization Planning activity during the Korean War. He then became active in the area of planning and sale of commercial and industrial products.

Caulton is well known for his interest in the affairs of Juniata College. He has served as a member of the Board of Trustees, as president of the National Alumni Association, the President's Development Council, and as chairman of the Annual Support Fund.

A dinner held by RCA in his honor on the eve of his retirement was attended by a number of Juniatians including President John N. Stauffer, who joined the president of RCA and other officials in paying public tribute to Caulton.

A native of the Philadelphia area, he resides in Bryn Mawr with his wife, Isabelle '29, and has two married daughters and four grandchildren.

DR. GRIFFITH RECEIVES AWARD



Dr. George C. Griffith

Honour a physician with the honours due unto him . . .

Dr. George C. Griffith '21, an internationally known heart specialist, was recently presented the first Distinguished Achievement Award of the Los Angeles County Heart Association to add to the countless high honors bestowed upon him by innumerable organizations and institutions including Juniata College, The University of Southern California and the American College of Physicians.

One of Juniata's most renowned alumni, Dr. Griffith is a native of Meyersdale. He is proud of the fact that he is a member of the first JC football team (1920) and last year he returned with nine other members for special recognition by the College.

Now a resident of La Canada, California, Dr. Griffith is emeritus professor of medicine (cardiology) at the University of Southern California, where for many years he was coordinator of cardiovascular teaching.

Dr. Griffith received an Honorary Doctor of Laws (LL.D.) degree from Juniata College in 1970.

PEOPLE WE KNOW

*The classes
from 1912 to 1971
by Mrs. David Kreider '68*



'12

Mr. and Mrs. H. W. ROHRER were honored last fall at the Truett McConnell College Homecoming for their loyalty to that college. They now live at 515 Ponce De Leon Place, Decatur, Georgia 30030.

'15

RAYMOND R. RYDER has been keeping very busy since his retirement from the Purdue faculty in '63. He has served on the State Department of Instruction for three years. Since then, he has traveled extensively, touring Europe four times.

'16

After three years as resident head at Pine Manor Junior College, Mass., and 9 years at Ursinus College, EDITH (WINEY) BENNER has retired. She lives on Main Street in McAlisterville, Pa.

'22

Dr. and Mrs. (CELESTE WINE) Hunter SHIPPEY had a very interesting trip a few months ago; they went to Africa. They saw most of the continent during their two months' stay.

'27

A. JAY REPLOGLE has been serving as the Interim Pastor at the Rummel Church of the Brethren in Windber, Pa., since his retirement. He is also a chaplain at the Cone-maugh Valley Memorial Hospital.

Still enjoying the skiing in Vermont and playing tennis, EDGAR C. DEBOLT continues to teach at Morristown Prep, N. J.

'30

E. JANE MILLER retired from Conard H. S. in W. Hartford, Conn., last June after 29 years of service.

'36

The American College of Cardiologists has elected Dr. DONALD A. DUPLER as its new secretary. His address is 4028 Walnut St., Phila., Pa.

'37

ROBERT W. ROGERS, formerly of Terre Haute, Ind., recently received a call to be minister of the Howell United Methodist Church, Evansville, Ind.

'38

MELVIN RHODES wrote to tell us he has moved to 101 Brookside Drive, Walla Walla, Washington 99362. He is living with Dr. and Mrs. (MARY METZ) JOHN R. CRANOR '33.

'40

LLOYD W. McCORKLE has accepted a new position as visiting professor of criminology with the Asian and Far East Institute in Tokyo. He left the position of State Commissioner of Institutes and Agencies for New Jersey after having served there since 1947.

CHARLES C. ELLIS has been named Senior Vice President of RCA. Ellis is a Juniata trustee who was formerly Executive Vice President and Controller of the Irving Trust Company, N. Y.

During 1971, DR. GEORGE R. WALTER was chosen as an outstanding educator of America. He is a professor of sociology at

the University of Pittsburgh at Johnstown. He is also serving as president of the Advisory Council of the Pa. Human Relations Commission and chairman of the White House Committee on Aging.

'41

HELEN (RANKIN) HARPER is now living in Coraopolis, Pa., at 98 Valentine Road. She is an elementary school librarian in the Moon Union Schools.

'46

FRANCES (CLEMENS) NYCE of Westminster has been named Maryland representative for the U. S. Committee for UNICEF, according to the announcement from the organization's national headquarters in New York. She has been coordinator of the Carroll County campaign for UNICEF since 1966. She spent four years in Germany where she worked for the Church of the Brethren. She and her husband, WILLIAM, are with SERRV, a self-help handicrafts world wide program supported by a number of denominations.



Mrs. Frances (Clemens) Nyce

'47

CHARLES BARGERSTOCK has accepted a new position as director of placement for all the colleges and graduate schools for the Montclair State College. He left Muhlenberg College after nine years of service. Prior to his position at Muhlenberg, he served on the administrative staff at Juniata.

'48

The Sandoz-Wander Corporation has recently elected DR. HARRY L. BAIRD a Vice President. He has been associated with the company since 1964 when he joined the Pharmaceutical Division as associate director of the Clinical Research Department.

REV. GEORGE S. RITCHEY has moved from Duncansville, Pa., to 189 N. Second Street, Camden, Ohio. He has returned to a former position as pastor of the Camden First Brethren Church.

Births

Jennifer Carol was born August 12, 1971, to KENTON and MARY JANE (CONNER) CULBERTSON '67.

Elaine was born September 30, 1971, to BOB '67 and DANA (ELLIOTT) '69 PASCALE.

Scott Roger was born October 21, 1971, to Mr. and Mrs. GARY WAHLERS '67.

Sarah Bayles was born September 28, 1971, to Wilson and CAROLE (SCHENCK) '60 KIMNACH.

Michael Dean was born March 7, 1971, to Mr. and Mrs. DEAN A. HANCOX '57.

Jason Gregory was born March 13, 1971, to ERIC and ANN (PROBASCO) KINSEY '68.

Michael David was born June 12, 1971, to David and JUDY (HERSHEY) HERR '67.

Jason Zoltan was born on March 31, 1971, to Mr. and Mrs. PAUL M. NARKIEWICZ '60.

David Frick was born on January 7, 1972, to RON and FRAN (KOTA) MILLER '70.

John Kirkland was born on February 6, 1972, to KEN '68 and Mary HOWIE.

Suzanne Michele was born on July 4, 1971, to Mr. and Mrs. KENNETH M. LEONARD '54.

Melinda Sue was born on September 12, 1971, to Mr. and Mrs. JOHN R. FRESHMAN '63.

Lisa Marie was born on September 23, 1971, to ROBERT A. and BARBARA (GILMORE) PLUMMER '62.

Deron Ernest was born February 24, 1972, to RANDALL M. '64 and DONNA (EDMISTON) '65 PLETCHER.

'50

During March, NED F. WALTER was in Pennsylvania speaking about his missionary experience in Brazil. He and his wife, Beverly, are living in Brazil and teaching at the Instituto Educational in the city of Pass Fundo.

MAURICE STRAUSBAUGH is now working toward a Doctorate at Virginia Polytechnic Institute. He is also coordinator of counseling services at Virginia Western Community College.

'51

Franklin State Bank has named HARRY H. NYE Senior Vice President. Harry and his wife, Betty, live in Bridgewater Township, New Jersey.

Another promotion in the class of '51: PERCY M. KAY has been named department manager in the Applied Research and Development Laboratory for the Graphics Products Group of Addressograph Multigraph Corporation, Warrensville Heights, Ohio.

'54

DAGMAR (SILLDORF) PARRISH has been appointed chief of social service at the Clifton T. Perkin State Hospital in Jessup, Maryland.

'55

We recently heard from SUZANNE JAMISON KLEIN. She and her family have moved to Huntsville, Alabama. Her husband, Donald, was transferred to the Marshall Space Flight Center.

'57

The JAMES J. CORRIGAN family has a new address: 9045 East Calle Bogata, Tucson, Arizona. Jim is presently an associate professor of pediatrics at the University of Arizona, College of Medicine.

'59

CAROL (STIFFLER) COUGHENOUR writes to tell us that her husband, DONALD '60, has changed jobs and is now director of applied research for Bio-Medical Sciences in Fairfield, N. J. She is teaching music at a Dover elementary school.

PETER M. FAHRNEY married Erika Antonia Bauer recently in Switzerland. The wedding was international, ecumenical, and bilingual. Peter and his wife are residing in Munich, Germany, where Peter is furthering his medical studies at the University of Goethe.

JOSEPH SENFT has been promoted to associate professor in the department of physiology at Rutgers University.

CAROLYN SUE KLEIN has been having an interesting experience this year with "Open Concept" education. She is an elementary school principal in the Doylestown area.

'60

The DOYLES will be moving again this spring. BOB has accepted a position as Vice President with Ashton Worthington Inc., in Baltimore, Maryland. LOIS (MARTIN '62) and son, Sean, are in Lyons, Colorado until May. Then they will join Bob.

Last year at Indiana University School of



More than 350 members and guests of Huntingdon Business and Industry, Inc., were addressed by Congresswoman Martha W. Griffith (D. Mich.) at the 14th Annual dinner meeting in Ellis Hall. Shown with Rep. Griffiths are (left to right) William E. Swigart, Jr. '37, John H. Biddle '26 and Donald G. Everhart '49, program chairman. All the Juniataans are past presidents of H. B. & I.

Dentistry, JAY R. MAUST was awarded his M.S.D. He is now chairman of Restorative Dentistry and director of dental intern training at David Grant USAF Medical Center, Travis AFB, Cal.

'62

RICHARD B. GARDNER wrote recently to tell us he is presently completing a doctoral program in West Germany.

A note from DAVID AMBROSE informs us that he is an assistant professor of management at Creighton University. His present address is 8029 Wirt Street, Omaha, Nebraska.

'63

BARRY B. MOORE has been appointed chief resident in neurosurgery at Mayo Clinic. He will have 14 resident neurosurgeons serving under him. Barry and wife, CAROL (GROVE), and their two children live at 417 27th Street N. E., Rochester, Minn.

From a letter in the Alumni Office, we learned that BARBARA CANTO was married to Joseph E. Davis Jr., a native of San Francisco. They are both teaching in Turkey. Her mailing address is PSC 1013, APO New York 09289.

MARY WIEAND NAFPAKITIS and husband, Basil, and their children live at 5637 Harcross Drive, Los Angeles. Mary's husband is associate professor of biology at USC.

LeMoyne College announced the appointment of RICHARD A. CAULK as dean of men. Richard and his wife, PAULINE (NAGAO), live at 121 Roxboro Circle, Apt. 1, Syracuse, N. Y.



Old-timers lining up for a play from scrimmage in pre-game football activities last fall were: (left to right) Benjamin G. Hoffman '31, Melvin Wenger '35, Dr. Alden C. Coder '32, Dr. William Kistler '34, William A. Jamison '31, Charles D. Sproul '32, Paul W. Fisher '33, Bernard O. Holsinger '33 and Walter R. Light '33.

'64

ROBERT G. BOWERS was awarded a Ph.D. in the summer commencement exercises at Penn State. Dr. Bowers' research at Penn State was supported by a two year National Science Foundation research grant. He is an associate professor of mathematics at the Williamsport Area Community College. His address is 854 Louisa Street, Williamsport.

'66

JOHN T. BOYCE is now residing at 13585 Portofino, Del Mar, Cal., 92014, with his wife, Patricia. He is teaching at the Army and Navy Academy.

K. PETER HALEWSKI recently was promoted to production manager at the Apollo Space Suit Cover Layer Facility with International Latex Corp., Dover, Del.

'67

TERRY R. FABIAN wrote to tell us of new happenings in his life. He is working in Norristown for the Pa. Dept. of Environmental Resources. He is taking graduate courses at Villanova University. He is married to Carol Ann Bachil from Allentown.

Since October, MAXINE PHILLIPS has been a consultant for conferences and public information for the Child Welfare League of America. She is moving to Brooklyn, and her new address will be 170 Dean Street, Brooklyn, N. Y.

DAVID E. KNEPPER has accepted a new position teaching algebra and geometry at Gentry High School in Indianola, Miss.

Another promotion for KARYL L. MOESEL

She is now a captain in the Navy, a rank she holds as a supply officer at Quantico, Virginia.

'68

The alumni office received a letter from the KINSEYS—ERIC and ANN (PROBASCO), who are at Kagnew Station, Samara, Ethiopia. They are attached to the Navy.

'69

DENNIS M. HOFFMAN was recently promoted to sergeant in the U. S. Army, stationed in Heilbronn, Germany.

News from DONALD MARTIN: he was accepted at Jefferson Medical School and lives in Philadelphia at 10608 Cowder Street.

LINDA HANSON is in a Master of Religion program at Wesley Theological Seminary in Washington, D. C.

'70

FRAN (KOTA) MILLER wrote to us that she and RON have moved to 5340 Youngridge Drive, Pittsburgh, Pa.

BARBARA (BOONE) LAINE sent a note to tell the Alumni Office that she and DONALD were married on July 24, 1971, and are living in an art colony in Taos, New Mexico.

ROBERT E. ROSS has been awarded a scholarship for a year's study in London, England, in connection with a master's degree program at Drew University where he is a student.

MARGARET A. SLAUGHTER ('71) and JOHN H. OVER were married June 26, 1971 in Langhorne, Pa. They are now in Roaring Spring, Pa., where John is an engineer and Margaret is a teacher in the school system.

Another wedding took place in Duncansville, Pa., on August 7. RONALD E. HOOVER and LINDA J. CROMIS '71 were married. They are now living in Hollidaysburg where Ron is teaching and coaching.

We recently heard from MARI ELLEN EDGAR who married Robert D. Barasch of Michigan. She received a bachelor of science degree in nursing from Cornell University during 1971, and now she and her husband are living in Bad Aibling, Germany, where Bob is stationed with the U. S. Army.

KERRY and RITA STANLEY are living in Iowa. Their address is 577 Pammel Ct., Ames 50010. Kerry is in graduate school in organic chemistry and Rita is teaching nursery school.

'71

GEORGE D. BERRYHILL, JR. has completed his United States Air Force basic training and has been assigned to Sheppard Air Force Base, Texas, for training in accounting and finance.

PAMELA ETNIRE '72 and LEROY O. WENTZ were wed in Huntingdon, Pa., on June 26, 1971. They are now living in Harrisburg, Pa.

JAMES G. THOMPSON has accepted a position as a counselor at the Huntingdon State Correctional Institution, Huntingdon, Pa.

HARVEY J. WASSON was appointed a Juvenile Probation officer for Huntingdon County after his graduation in August.

On October 2, 1971, MARY ELLEN DAVIS and DAVID G. MCNITT '70 were married. The service was held at the Doylestown Friends Meeting. Their new address is Village of Pineford, 4 Woodcrest, Middletown, Pa. 17075.

Deaths

JAMES L. COOK died October 10, 1971. He was a member of the class of '34. Jim had

been chief school administrator in the Central Cambria School District since 1965. He was a retired Naval Reserve Lt. Commander. He is survived by his wife, Betty, and four children.

CLAIR R. CORNELIUS '27, a retired educator, died November 29, 1971. He was a former high school principal and a school superintendent in Orbisonia. He was also a very active civic leader. He is survived by his wife, the former Louise Rupert.

S. ELIZABETH ENGLAR '27 died November, 1971.

JUDSON KIMMEL '64 died December 6, 1971. He was a resident at the Mayo Clinic. He is survived by his wife and one daughter.

RALPH LEITER '27 died September 28, 1971. He was a retired chief metallurgist for Budd Company, Railway Division in Philadelphia. He was awarded the Alumni Achievement Award last May.

FRANK MAGILL '22 died September 21,

1971. He retired in 1958 after 33 years of service in Huntingdon County as school superintendent. He was very active in many civic and social organizations. He is survived by his wife Mary and his son Robert.

LAURA BROWN RALSTON '37 died June, 1971. She was active in the life of the church. Her husband, Rev. Robert Ralston, a Presbyterian minister, survives her.

MARGARET WHITED SCOTT '04 died March 10, 1971.

FOSTER B. STATLER '20 died November 8, 1971. He had served several Brethren churches as a minister. Most recently he was chaplain of the Pinecrest Manor Nursing Home. He is survived by his wife Grace (Stayer) and a son.

E. OLIVER WINTERS '28 died May 17, 1971.

MRS. JESSE K. CROWNOVER '06 died January 17, 1972.

F. BROWN CLOSE '17 died November 10, 1971.

CAMPUS NEWS NOTES

Under the supervision of Robert J. Lakatos, corrections education coordinator for Juniata College and the Huntingdon Correctional Institution, a survey was conducted in February and March among inmates and correctional employees at Huntingdon Correctional Institution to assess their college interest and needs. Information was sought concerning both the immediate direction of such a program and longer range planning.

Out of the 150 inmates who met the minimum eligibility requirements of a high school diploma or equivalency, about 100 expressed interest in taking college courses. Also, 44 of the more than 275 correctional employees expressed interest.

□

Esther M. Doyle, Charles A. Dana Supported Professor of English, travelled through the South and Midwest

during February and March on a tour sponsored by the National Humanities Series.

Miss Doyle presented a program of readings entitled "The Politics of Conscience" with scenes from "A Man For All Seasons," "Murder in the Cathedral," "The Brothers Karamazov" and poetry on the same theme.

The tours are directed by Bill Feagan '48 and involve group discussions following the presentations.

□

A recent survey of drug use among high school students in south central Pennsylvania conducted by Dr. Duane Stroman, associate professor of sociology, indicates that relatively few students are using drugs other than alcohol and tobacco.

The survey was sponsored by the Pennsylvania Governor's Justice Commission and was participated in by Juniata College students.

Blakeman S. Smith '70 and Miss Donna L. Knupp '72, a biology major, have collaborated with Dr. James L. Gooch, associate professor of biology, on a scientific monograph which was published in the March edition of the "Biological Bulletin."

Smith is working on his doctorate in malacology at the University of Reading, Reading, England. Miss Knupp is the daughter of Mrs. Verna I. Knupp, Somerset.

□

Dr. Young Kihl, associate professor of political science, presented a paper to the Pennsylvania Political Science and Public Administration Association's convention in April on "Urban Political Competition and the Allocation of National Resources." He based his argument on the political history of South Korea during the 1960's.

Dr. Kihl has been a member of the Juniata faculty since 1962.

Alumni News Briefs

Mrs. Frederic Steele elected

Mrs. Frederic Steele '41 was elected president of the Florida Alumni Association at the annual meeting held in February in Sebring.

Seventy-three alumni and friends were present at the meeting. The honored guests were President and Mrs. John N. Stauffer. Dr. Stauffer reviewed the "state of the College" and emphasized the new value-centered courses which focus upon the moral, religious and aesthetic concerns of today's students.

Mrs. Steele is also chairman of the Friends of the Juniata Library Bulbs for Books program.

Training minority businessmen

Eugene C. Baten '63 has been active teaching management skills to minority businessmen as Associate Director of the Entrepreneurial Development Training Center of Philadelphia, Pa.

Typical of his activities was a speech last year to a session of a minority business program at Creighton University, Omaha, Nebraska on the topic: "Personnel and Human Relations in the Small Business."

The personnel problems of a small businessman — especially a minority small business — can make or break him, Baten told the conference.

Minority businessmen, he said, often hire the wrong kinds of people and then are reluctant to delegate responsibility.

Since 1969 the training centers, supported by the Federal government, have graduated more than 450 minority businessmen who have also been assisted in getting loans.

Huntingdon Club meets

The Huntingdon Alumni Club held a dinner-seminar on prisons at the March meeting in Ellis Hall.

Club President William Berrier '60 presided and introduced a panel of speakers who discussed the Huntingdon State Correctional Institution's rehabilitation program. The panel included Dr. Duane Stroman, associate professor of sociology, and Paul Heberling, associate professor of sociology; Robert Lakatos, corrections education coordinator for Juniata College; Frank Pote '73, a student working as an intern at the Institution and James Thompson '71, a counselor at the SCI.

Invitation to Cincinnati

The Annual Conference of the Church of the Brethren, being held this year in Cincinnati, provides an opportunity for Alumni and friends of the College attending the Conference, and Alumni from Ohio, Kentucky and West Virginia, to join a traditional Juniata College luncheon meeting to be held this year on Saturday noon, July 1. Interested persons should inquire at the Alumni Office, Juniata College, about this function.



Edgar G. Diehm

Diehm heads Founders Club

The Hon. Edgar G. Diehm '17 of Youngstown, Ohio, was elected chairman of the Founders Club of Juniata College at the dinner held during Homecoming weekend. The Founders Club has the special mission of promoting sizable gifts which are essential to guarantee the educational effectiveness of the College.

As a class agent, and through his membership in the Founders Club, Judge Diehm has played a significant role in providing financial support for his alma mater. His most significant contribution came through his association with the late Youngstown philanthropist, L. A. Beeghly, which led to the building of the L. A. Beeghly Library in 1963.

A minister of the Church of the Brethren, Judge Diehm is familiar to Youngstown residents who have heard his radio sermons. He is also known to many graduates of South High School where he taught speech and supervised many extra-curricular activities.

He was elected a justice of the peace in 1950 and in 1957 he was elected to the Mahoning County Court where he served until his retirement in 1970.

His lifelong association with Juniata continues through his granddaughter, Sally, a senior from Poland, Ohio. Miss Diehm played a leading role in "The Crucible" and has a featured role in the spring musical production "Carousel."

Spring sports brighten Juniata's athletic season

*Track, golf and baseball
post winning records*



(Top picture) Dave Sparks '72 is about to break the tape in one of several victories which he recorded in the sprints for the 1972 track team. (Bottom) Co-Captain Denny Weidler '72 is in his accustomed place, at the head of the pack, in the mile run at a home meet at College Field.



When the magazine went to press, the golf team had concluded its season with a 9-0-1 record, the best since 8-0-1 team in 1950. The track team finished with an 8-2 record, the best since the 10-1 slate in 1963. The tracksters just missed the Middle Atlantic title with 42 points to PMC's 43. New school records were set by: Dave Sparks in the 100 with a 9.8; Carl Koval in the 880, 1:56.5; Denny Weidler in the two-mile, 9:34.8; Joe Coradetti in the 440 intermediate hurdles, 54.3; Ron Tomcavage, 6-3¼ in the high jump; and the mile relay team of Koval, Coradetti, Chris Perry and Mike Slough, in 3:21.7.

The tennis team posted a 3-5 mark for the season, but none of the players placed in the MAC's. The baseball team had a 4-4 mark in the MAC race and 6-5 record in all games. Mike McNeal led the hitters with a .437 average and 10 RBI's. Karl Bergstresser had a .352 mark and 13 RBI's. Mark Amatucci led the pitchers with a 3-0 mark and Jim Slovick had 3-1 record.

BASEBALL (2-0). Coach Bill Berrier has gotten strong pitching and consistent hitting from the middle of the lineup as the team defeated Dickinson 5-1 and Susquehanna 6-4 to open the season with two wins. Mark Amatucci, Cockeysville, Md., pitched a five-hitter and struck out ten hitters to post the first win over Dickinson. In the second game Jim Slovick, Oakdale, got the win in relief of Lou Eckerl, Baltimore, Md. The McNeal brothers, from Lewistown, Mike at second base and Ed catching, have batting averages of .375 and .500 respectively. They have been responsible for four of the team's nine RBI's. Centerfielder Karl Bergstresser, Hellertown, provided the remainder along with two stolen bases.

The regular starting lineup for the team is: Craig Palardy, sophomore, Council Rock, at short; Tom Streightiff, freshman, Huntingdon, at third;



The baseball team looks a bit glum and chilly in an early game at Langdon Field.

Mike McNeal at second; Dan Browne, senior, Baltimore, Md., at first; Ed McNeal, catching; Karl Bergstresser in centerfield; Jim Black, junior, Huntingdon, in left; and either Dee Adcock, junior, Huntingdon Valley, or Rich Breiner, junior, Glenn Mills, in right.

There is some depth in the pitching department where Lou Eckerl, Mark Amatucci, Jim Slovick, and Jim Arnidis have looked impressive. These four will carry the bulk of the pitching rotation. Milt Knouse, Henry Marberger, and Bill Hershberger will handle the relief chores.

Berrier was impressed with the team's performance in a pre-season scrimmage game with Penn State. The first team went five innings and allowed only one run.

GOLF (1-0). Sophomore Chuck Rauhauser, Chambersburg, took medalist honors with a 75 as Juniata won its home opener in golf 393-398 over the University of Scranton. Courtney Graham, a junior from Chambersburg, had a 76; sophomore Marty Dansbury, Yardley, followed with an 80; and Brian Clemens, sophomore, Mt. Wolf and Tom Van Ormer, senior, Cumberland, Md., each had 81 for the team total of 393.

All five players are returning lettermen from last year's 6-4 squad, so the Juniata College golf team should be a contender for the Middle Atlantic Conference title in 1972.

TENNIS (2-2). After gaining a 9-0 shutout against St. Francis in its opener on April 8, the Juniata tennis team lost a 6-3 match to Dickinson on April 11 and defeated Susquehanna, 7-2, on the 13th. Junior Pat White, York, has the best singles record, winning all three of his matches at the number two slot.

Tennis coach Ernie Post has several players back from last year's squad including Bruce Draper, Pat

White, and Scott Nagao (numbers 2, 3, and 6 respectively) on the 1971 singles roster. Other candidates are senior, Dennis Buckwalter, who had a 4-2 record in doubles last year, John Bowser, a junior, and two promising freshmen, Dana Ono and Anders Vonderheyde.

Post hopes to find several solid doubles combinations but he must also find two singles players to replace George Berryhill who has graduated and Al Stout, a junior who played in the fourth slot last year. Stout has contracted mononucleosis and will be lost for the season.

In evaluating the team's prospects for the season, Post explained that he is hoping to win enough close matches to preserve the streak of eight consecutive winning seasons. With fewer established letter winners than in the recent past and the loss of Stout, he considers this season a building year.

TRACK (2-0). Chick Bunton's track team had a long layover between its first victory over Dickinson (100-45) on March 29 and its second against Delaware Valley (91-53) on April 12.

Freshman Ron Tomcavage, Danville, took three firsts in his collegiate debut against Dickinson as he took the long, high, and triple jumps and finished third in the pole vault. Co-captain Denny Weidler, Annville, also posted victories in the mile and two-mile.

Joe Corradetti, Arendtsville, was the high scorer for Juniata against Delaware Valley as he won the long jump and triple jump along with the 440 intermediate hurdles. Freshman Brian Maurer, Palmyra, tied Weidler for first in the mile run and won the two-mile. However a sweep in the 880 by Carl Koval, Mt. Wolf, Grant Brewin, Souderton, and Larry Hoover, Glenside, gave Juniata an insurmountable lead.

Juniata head coach "Chick" Bunton is pleased with the team's development at this point in the season. The Indians captured second place in the Middle Atlantic Conference Indoor Championships at Swarthmore on Sat., March 11, scoring 37½ points to PMC's 57. Juniata showed a lot of balance as they scored in ten of fourteen events. Denny Weidler won the mile in a meet record 4:21.8 and the two-lap relay team tied the meet record.

On Saturday, March 25 the team showed the same balance outside as it took two firsts, two seconds, and two thirds in the State College High School Invitational Meet. Dave Sparks and Mike Slough took first and second in the 100-yard dash, and Bob Zimmerman won the pole vault. The 440 relay team of Sparks, Slough, Chris Perry, and Ron Tomcavage placed second in 44 sec. Perry also took third in the 440, as did the distance medley relay team of Grant Brewin, Larry Hoover, Brian Maurer, and Weidler.

Juniata receives more financial assistance

Graybill Diehm honored

President John N. Stauffer has announced the establishment of a lectureship in political science which will be named in honor of the late G. Graybill Diehm, former state senator and county commissioner from Lancaster, Pa.

He was known as a man of strong principles, a man who could shape the operation of state and local government to conform to his tenets of economy and minimal government control.

Mr. Diehm was the chairman of the Republican party in Lancaster County for 28 years. In addition he served the county for 32 years as a member of the Board of County Commissioners, a position which he continued to hold while serving ten years as a state representative and eight years as a state senator. While serving in the state senate he played a decisive role in policy making at the state and national level.

The Diehm Lectureship was established at Juniata by his friends who formed a committee which was chaired by his cousin, Victor C. Diehm of Hazleton, formerly president of the Mutual Broadcasting System and currently president of the Pennsylvania State Chamber of Commerce.

The creative impulse for the creation of the lectureship was provided by Graybill Diehm's brother, Judge Edgar G. Diehm '17, who has played a significant role in the growth and development of the college.

The G. Graybill Diehm Lectureship in Political Science will permit Juniata College to invite an outstanding scholar or politician to lecture at the college on an annual or biennial

basis for the benefit of Juniata's students and faculty and of the Huntingdon community.

Guests attending the luncheon at which the lectureship was announced included Mr. Kenelm L. Shirk, a Lancaster County attorney, and Mrs. Shirk, Mr. and Mrs. Victor C. Diehm, Judge Edgar G. Diehm '17, and President-emeritus Calvert N. Ellis '23.

Joseph Kline bequest

Juniata College has received a \$5,000 bequest from the estate of Joseph V. Kline '13, a prominent New York attorney. President John N. Stauffer announced the bequest recently and said it would be applied toward matching the \$250,000 Charles A. Dana grant to support four professors appointed by the College.

A member of its board of trustees from 1941 until his death, Kline gave generously of his time and substance to his alma mater.

In 1961 the College awarded him an honorary doctor of laws degree for his "enlightened abilities and concerns over a wide range of professional and humanitarian interests." Eight years later one of four houses in a new residence complex was named in his honor.

Kline retired in 1969 after a long and distinguished career as senior partner in the New York law firm of Mudge, Rose, Guthrie and Alexander, the same firm with which President Richard M. Nixon was previously associated.

A native of Sandyville, Ohio, and a graduate of Huntingdon (Pa.) High School, Kline was the first Juniata graduate to receive a degree from Harvard Law School (1915).

Grants to Juniata

A number of grants to Juniata College in support of various aspects of the educational program and for financial aid to students have been received during the present academic year:

The Jessie Smith Noyes Foundation grant of \$20,000 for student aid and revolving student loan fund; \$2,500 from the General Electric Foundation for the department of physics; a Sears-Roebuck Foundation grant of \$1,500; two grants totaling \$6,000 from E. I. DuPont de Nemours & Co. for the department of chemistry and general education; and a \$1,500 Shell Assist from the Shell Companies Foundation.

The final portion of a \$15,000 gift from the Pennsylvania Electric Company was received together with \$5,000 from the First National Bank of Altoona toward Phase II of the Margin of Difference program, and a \$5,000 institutional grant from the National Science Foundation.

Bequest by Ridenour

Juniata has received a \$5,000 bequest from the estate of Edna B. Ridenour, Hagerstown, Md. The bequest will be used to establish the "M. Brayden and Edna B. Ridenour Scholarship."

The recipients of the award will be selected in accordance with the following preferences as prescribed in the Ridenour will: (1) a member of the Hagerstown Church of the Brethren who is a resident of Washington County, Md.; (2) a resident of the state of Maryland; or (3) such other person as may be worthy of said scholarship.

Upon expressing gratitude for the bequest, President Stauffer said, "In a time when the costs of a college education place an increasing burden upon individual students and private colleges, such as Juniata, it is necessary that the amount of money available through scholarships and other grants be constantly increased."

Around Campus

Student Volunteers

Student volunteers at Juniata College recently completed a telephone campaign in which they contacted the parents of almost every student currently enrolled at the college. The purpose of the *telethon* was to support the fund-raising campaign of the Juniata Parents Association. Approximately 75 per cent of all parents who were not alumni of Juniata were contacted.

Class presidents and freshman class representatives recruited volunteers for the three-week campaign, with 34 students supporting this effort.

The fund-raising goal of the Parents Association for 1971-72 is \$20,000 with parents from each class contributing a quarter of the total. Contributions will be applied to the Annual Support Fund which is used to provide scholarships, to provide support for faculty salaries, and to purchase essential instructional equipment.

The Association has raised \$17,881.75 which is almost \$5,000 more than was received at this date last year. The increase can be attributed to the personal contact between parents and students through the telephone campaign.

Summer Sessions

Alumni interested in archaeological field work at Sheep Rock on the Rays-town Dam site or a special workshop in glass may register for summer courses as late as June 14 for the first session and July 24 for the second.

The 1972 Juniata College Summer Sessions will offer, for all students, a balanced program of courses at a cost of \$145 per unit.

The regular faculty will teach all of the courses during the first term (June 14-July 21) and the second term (July 24-August 30). Dr. Earl C. Kaylor, Jr. '46, director of the summer sessions, explained that the College views the summer program as a way to use its facilities the year round.



Among the 34 students who volunteered for the fund-raising telephone campaign were these sophomores (left to right): Stephen C. Dunkle, Philip Woodworth, Cynthia L. Sleeth, Christopher W. Umble, and Linda E. Bird.

Cameroon student edits journal



Sammy Buo

A JUNIOR from Cameroon, Sammy Kum Buo, who was steered to Juniata College by Andy Adede '65, has edited the first edition of the "Journal of Cameroon Affairs."

The new journal will be sent to citizens of Cameroon who are studying in various countries around the world. Buo explained that the magazine will be the mouthpiece of the Cameroon Students Association of Arts and Sciences and will serve as a medium of exchange for academic, cultural, socio-economic and political opinions among the far flung student population.

In his first editorial, entitled "Young and Helpless," Buo makes a plea for the development of his country's most valuable resource, its young people. He goes on to propose a West Cameroon Youth Corps which would mobilize his fellow countrymen to build the young nation. It would improve the employment situation and reduce the growing problems of urbanization, in his opinion.

An article on the fourteen years of leadership by President Ahidjo describes the progress which has been made since Ahidjo became Prime Minister and Head of Government of Cameroon in 1958. President Ahidjo's interest in scientific research as a means to promote the development of Cameroon is evident in a Presidential Circular which follows the assessment of his leadership.

The journal also contains items of interest to Cameroon students and anyone who is considering visiting the republic.

Buo is the son of Mr. and Mrs. Michael Buo, Buea, West Cameroon, and he is a graduate of the Presbyterian Secondary School. A political science major he hopes to go to the Fletcher School of Diplomacy at Tufts University in the footsteps of Andy Adede.

1972-1973 FALL SPORTS SCHEDULE

FOOTBALL

Sept. 16—°Delaware Valley (*Home*)
Sept. 23— Denison University (*Away*)
Sept. 30—°Albright (*Home*)
Oct. 7—°Susquehanna (*Away*)
Oct. 14— Westminster (*Home*)
Oct. 21—°Lycoming (*Home*)
Oct. 28— Grove City (*Home*)
Nov. 4—°Western Maryland (*Away*)
Nov. 11—°Moravian (*Away*)

CROSS-COUNTRY

Sept. 20— St. Francis (*Away*)
Sept. 25— Johnstown-Pitt (*Away*)
Sept. 30—°Albright (*Home*)
Oct. 4— Indiana and Lock Haven (*Home*)
Oct. 7—°Susquehanna (*Away*)
Oct. 11— Bucknell and °F and M (*Away*)
Oct. 14— Johnstown-Pitt (*Home*)
Oct. 18—°Elizabethtown (*Home*)
Oct. 20—°Delaware Valley and Rider (*Away*)
Oct. 25— Shippensburg (*Away*)
Nov. 1— St. Francis (*Home*)
Nov. 4—°Dickinson (*Home*)
Nov. 6— M. A. C.'s at Drexel
Nov. 8— Gettysburg (*Home*)

WRESTLING

Dec. 2—°Lycoming and St. Francis (*Home*)
Dec. 5—°Moravian (*Home*)
Dec. 9—°Delaware Valley (*Away*)
Dec. 12—°Susquehanna (*Away*)
Jan. 6— Gettysburg, Kings Point,
Fairleigh Dickinson (*Away*)

Jan. 31— Shippensburg (*Home*)
Feb. 3— York (*Home*)
Feb. 6— Bucknell (*Home*)
Feb. 10—°Scranton (*Away*)
Feb. 17—°Muhlenberg and Lebanon Valley and
Elizabethtown (*Away*)
Feb. 23-24—M. A. C.'s at P. M. C.

BASKETBALL

Nov. 29— Dickinson (*Home*)
Dec. 2—°Delaware Valley (*Home*)
Dec. 4— Lock Haven (*Away*)
Dec. 6—°Susquehanna (*Away*)
Dec. 9—°Lycoming (*Home*)
Dec. 13— Johnstown and Pitt (*Home*)
Jan. 6— Indiana (*Away*)
Jan. 10— Gettysburg (*Away*)
Jan. 12— Ursinus (*Home*)
Jan. 23— Grove City (*Home*)
Jan. 26—°Scranton (*Away*)
Jan. 27—°Wilkes (*Away*)
Jan. 31— Lycoming (*Away*)
Feb. 3—°Albright (*Home*)
Feb. 7— Lock Haven (*Home*)
Feb. 9—°Wagner (*Home*)
Feb. 12— Susquehanna (*Home*)
Feb. 14—°Elizabethtown (*Away*)
Feb. 17—°Philadelphia Textile (*Home*)
Feb. 20— York (*Home*)
Feb. 23— F and M (*Away*)
Feb. 24—°Upsala (*Away*)
Mar. 2-3—M. A. C.'s at Scranton
° Middle Atlantic Conference contest.